

Reporting 2002 STAR Results to Parents/Guardians

Assistance Packet for Districts/Schools



**California
Standards Tests**

May 2002

**prepared by the
Standards and Assessment Division
California Department of Education**



Reporting 2002 STAR Results to Parents/Guardians

Table of Contents

Section II

California Standards Tests

Parent Guide to the 2002 California Standards Tests	15
English-Language Arts: Grades 2–5	21
California Writing Standards Test Scoring Guide: Grade 4	25
Mathematics: Grades 2–5	27
English-Language Arts: Grades 6–8	29
California Writing Standards Test Scoring Guide: Grade 7	31
Mathematics: Grades 6–8	33
English-Language Arts: Grades 9–11	35
Mathematics: Grades 9–11	37
History-Social Science: Grades 9–11	39
Science: Grades 9–11	41



Section II

California Standards Tests

Parent Guide to the 2002 California Standards Tests

English-Language Arts: Grades 2–5

California Writing Standards Test Scoring Guide: Grade 4

Mathematics: Grades 2–5

English-Language Arts: Grades 6–8

California Writing Standards Test Scoring Guide: Grade 7

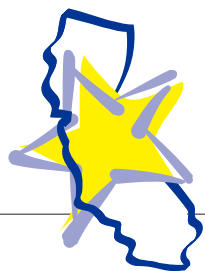
Mathematics: Grades 6–8

English-Language Arts: Grades 9–11

Mathematics: Grades 9–11

History-Social Science: Grades 9–11

Science: Grades 9–11



Parent Guide to the 2002 California Standards Tests

The California Standards Tests are given to public school students in grades 2 through 11 as part of the state's Standardized Testing and Reporting (STAR) Program. Enacted into law in 1997, the STAR Program has two components in addition to the California Standards Tests: the Stanford Achievement Test, Ninth Edition, Form T, (Stanford 9) and the Spanish Assessment of Basic Education, Second Edition (SABE/2).

A Test for California Schools

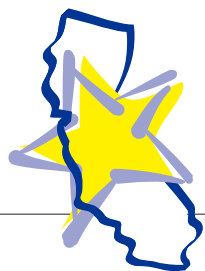
- The California Standards Tests, developed specifically for California public schools, are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested.
- The California Standards Tests in English-Language Arts and Mathematics for grades 2 through 11 became part of the STAR Program in 1999. Standards Tests in History-Social Science and Science for grades 9 through 11 were added in 2001. Writing tests for grades 4 and 7, requiring students to write an essay in response to an assigned task, also were added in 2001.
- Standards Tests for 2002 STAR include questions from the Stanford 9 English-language arts tests for grades 2 through 11 and mathematics tests for grades 2 through 7 that are aligned to state-adopted academic content standards and additional test questions that address the standards. The number of items used from the Stanford 9 for the Standards Tests vary by grade level and subject area.

Test Content and Format

- Standards Tests in English-Language Arts in grades 2 through 11; in Mathematics in grades 2 through 7; and in History-Social Science in grades 9, 10, and 11 are tied to specific grade levels.
- All students in grades 8 and 9 not enrolled in a standards-based math course, take a General Mathematics Test that is based on the academic standards for grades 6 and 7. The Mathematics Standards Tests in grades 8 through 11 are tied to specific math courses. A High School Mathematics Standards Test is given to students in grades 9–11 who completed algebra II or third-year integrated math at any time before testing began.
- Students in grades 9, 10, and 11 may take Science Standards Tests that also are tied to specific courses rather than grade levels. Only students who are completing a standards-based science course take a CST.
- Questions for all Standards Tests, except for the writing tests in grades 4 and 7, are in a multiple-choice format.
- Student responses to the writing tasks are scored using 4-point scoring guides that are aligned to state-adopted standards for writing strategies, applications, and conventions.

Performance Level Reporting

- The California Standards Tests are criterion-referenced tests. Results are based on how well students achieve identified state-adopted academic content standards, not how student results compare with results of other students taking the same tests.



Parent Guide to the 2002 California Standards Tests

- The State Board of Education approved five performance levels for reporting results of the California Standards Tests. The performance levels designated are advanced, proficient, basic, below basic, and far below basic.
- Initial recommendations came from Performance Level Setting Panels for each content area. The State Board also scheduled regional hearings to receive public input before final performance levels were adopted.

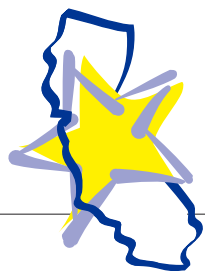
Reporting 2002 Results

- Individual student and group results of the 2002 administration of the California Standards Tests are being reported using performance levels.
- The performance levels used to report 2002 results are:
 - advanced
 - proficient
 - basic
 - below basic
 - far below basic
- The performance levels describe student achievement with respect to California Content Standards.

- Last year the 2001 performance level results for the English-Language Arts Standards Tests in grades 4 and 7 were based on the multiple-choice questions and did not include the writing test scores. Writing test scores are included in the 2002 performance level results.

Performance Levels for All Content Areas

- The State Board has adopted performance levels for the California Standards Tests in Mathematics, History-Social Science, English-Language Arts, and for Science courses.
- Grades 4 and 7 performance levels for English-language arts that incorporate scores for the student writing samples were adopted in fall 2001.
- Performance levels are being used to report individual and group results for spring 2002 Standards Tests in English-Language Arts, Mathematics, History-Social Science, and Science.

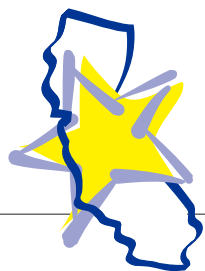


Parent Guide to the 2002 California Standards Tests

California Standards Tests Scaled Score Ranges for Performance Standards

English-Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	≤261	262-299	300-349	350-401	≥402
3	≤258	259-299	300-349	350-401	≥402
4	≤268	269-299	300-349	350-392	≥393
5	≤270	271-299	300-349	350-394	≥395
6	≤267	268-299	300-349	350-393	≥394
7	≤262	263-299	300-349	350-396	≥401
8	≤265	266-299	300-349	350-394	≥395
9	≤264	265-299	300-349	350-396	≥397
10	≤262	263-299	300-349	350-391	≥392
11	≤258	259-299	300-349	350-395	≥396



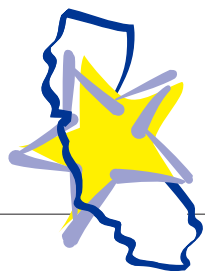
Parent Guide to the 2002 California Standards Tests

California Standards Tests Scaled Score Ranges for Performance Standards

Mathematics

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	≤235	236-299	300-349	350-413	≥414
3	≤235	236-299	300-349	350-413	≥414
4	≤244	245-299	300-349	350-400	≥401
5	≤247	248-299	300-349	350-429	≥430
6	≤252	253-299	300-349	350-414	≥415
7	≤256	257-299	300-349	350-413	≥414
General Mathematics*	≤256	257-299	300-349	350-413	≥414
Algebra I	≤252	253-299	300-349	350-427	≥428
Geometry	≤246	247-299	300-349	350-417	≥418
Algebra II	≤256	257-299	300-349	350-415	≥416
High School Mathematics	≤234	235-299	300-349	350-419	≥420
1st Year Integrated	≤248	249-299	300-349	350-424	≥425
2nd Year Integrated	≤257	258-299	300-349	350-417	≥418
3rd Year Integrated	≤251	252-299	300-349	350-427	≥428

* The General Mathematics Standards Test assesses grade-8 and -9 students' knowledge of California's Grade-6 and -7 Mathematics Academic Content Standards. Students who are not yet in algebra I or who are taking the first year of a two-year algebra I course take this test.



Parent Guide to the 2002 California Standards Tests

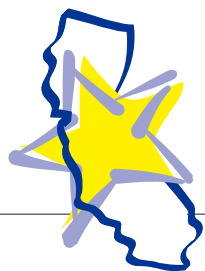
California Standards Tests Scaled Score Ranges for Performance Standards

History-Social Science

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
9 Grade 4-8 Standards	≤270	271-299	300-349	350-395	≥396
10 World History	≤274	275-299	300-349	350-399	≥400
11 United States History	≤269	270-299	300-349	350-400	≥401

Science

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Earth Science	≤276	277-299	300-349	350-392	≥393
Biology	≤275	276-299	300-349	350-393	≥394
Chemistry	≤275	276-299	300-349	350-393	≥394
Physics	≤275	276-299	300-349	350-392	≥393
Integrated Science Tests	The State Board of Education has not adopted performance standards for the four integrated science tests.				



Parent Guide to the 2002 California Standards Tests

Writing Sample Description

In February 2000, Governor Davis signed legislation to add writing assessments to the state's standards-based testing program at the elementary and middle grade levels. These assessments, the California Writing Standards Tests, were administered for the first time as part of the STAR Program in spring 2001 in grades 4 and 7.

The California Writing Standards Tests address state writing application standards for grades 4 and 7 that lend themselves to a one-hour assessment. In grade 4, the writing tests require students to produce one of three types of writing: narratives, summaries, and responses to literature. In grade 7, the writing test requires students to produce one of four types of writing: narratives, persuasive essays, summaries, and responses to literature.

In addition to the writing tests, the STAR English-Language Arts Standards Tests in grades 4 and 7 contain 90 multiple-choice questions for each grade level. These include 35 questions specifically written to address the California English-language arts content standards and 55 items selected from the Stanford 9 test for their alignment with the content standards.

In any year, the writing test in each of the two grades might address any writing type identified as appropriate for testing in that grade level. The type of writing addressed may differ from year to year.

Since students learn several different types of writing, parents can gain a more complete picture of their students' writing achievement by reviewing written assignments throughout the school year. The writing score provides a snapshot of writing for the one type of writing tested.

A student's test paper is read by two people. Each reader gives the paper a score of 1–4 with 4 being highest. The student's score is the total of the two readers' scores. If the two readers assign scores that differ by more than one point, a third person reads the paper to resolve the difference. If a student's test cannot be scored, the score is listed as invalid. An invalid score means that the student's paper was illegible, blank, written in a language other than English, or the student's writing did not address the assigned task. The table below shows all possible score combinations a student may receive and the score that would be reported for each combination.

Reader 1's Score	Reader 2's Score	Reported Score
4	4	8
4	3	7
3	3	6
2	3	5
2	2	4
2	1	3
1	1	2

The readers use the scoring guides on pages 25, 26, 31, and 32 to score each test paper.

Student's writing scores are reported as the Writing Applications score in the student performance reports.



English-Language Arts: Grades 2–5

The California English-Language Arts Standards Tests in grades 2 through 5 address state-adopted content standards in reading, writing, and the conventions of English (e.g., sentence structure, grammar, punctuation, capitalization, and spelling).

Grades 2–3

Students in grades 2 and 3 are required to comprehend the meaning of words, understand informative writing and children’s literature appropriate for their grade levels, and show their knowledge of good writing skills.

Grades 4–5

Students in grades 4 and 5 are required to determine the meaning of words, analyze and interpret informative writing and literature appropriate for their grade levels, and show their knowledge of good writing skills.

Writing Test

In addition to answering multiple-choice questions, students in grade 4 were required to write an essay. Students were given 60 minutes for the writing test. In 2001, students were required to read a short article and prepare a summary of information. Students were given one of two articles to summarize, depending on when their schools were in session. The article was similar to what might be found in a children’s newsmagazine, nonfiction book, or encyclopedia. The piece read by students was appropriate for fourth grade.

In 2002, students were given 60 minutes to write a narrative essay in response to a writing prompt. Students were given one of two narrative tasks depending on when their schools were in session. The 2002 tasks will be released to the public later this year after scoring has been completed.

Sample Questions

Grades 2–3

In sample question one, students are asked to recognize proper use of punctuation.

Grade 2 Written and Oral English Language Conventions—Standard 1.4

Use commas in the greeting and closure of a letter and with dates and times in a series.

1. Which is the correct way to end a letter?

- A Your friend
Miguel
- B Your, friend.
Miguel
- C “Your friend”
Miguel
- D Your friend,
Miguel *

* The asterisk indicates the correct answer for each sample question.



In sample question two, students are asked to analyze a word in order to understand its meaning.

Grade 2 Reading—Standard 1.9

Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).

2. Read this sentence:

Freddy's puppy is nameless.

Nameless means the puppy—

- A knows its name
- B has many names
- C hears its name
- D has no name *

In sample question three, students are asked to recognize correct capitalization.

Grade 3 Written and Oral Language Conventions—Standard 1.7

Capitalize names, holidays, historical periods, and special events correctly.

3. What is the correct way to write this sentence?

- F We'll be in oregon on Thanksgiving Day.
- G We'll be in Oregon on Thanksgiving Day. *
- H We'll be in oregon on thanksgiving day.
- I We'll be in Oregon on thanksgiving day.

In sample question four, students are asked to read a poem about a boy and his uncle and to identify the speaker.

Grade 3 Reading—Standard 3.6

Identify the speaker or narrator in a selection.

4. Who is the speaker in this passage?

- A A teacher
- B An uncle
- C A parent
- D A child *

* The asterisk indicates the correct answer for each sample question.



Grades 4–5

In sample question one, students are asked to read “The Pecan Tree” and to recognize the reason for a character’s actions.

Grade 4 Reading—Standard 3.3

Use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions.

1. In “The Pecan Tree,” why did Pablo lower his bucket to the other side of the stone wall?

- A He was returning a bucket that he had once borrowed from Juanita.
- B He wanted to give Juanita the last pecans they would ever have. *
- C Juanita had asked him to give her the pecans because it was her tree.
- D He had grown tired of pecans and did not want any more of them.

In sample question two, students are asked to identify how two stories that they read are alike.

Grade 4 Reading—Standard 3.4

Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).

2. Both stories have to do with the sharing of

- A clothing
- B shelter
- C food *
- D water

In sample question three, students are asked to analyze a word to identify its origin.

Grade 5 Reading—Standard 1.2

Use word origins to determine the meaning of unknown words.

3. Read the sentence.

The swimmers splattered water onto the bank of the swimming hole.

Splattered is a word that consists of two words blended together. Which two words were blended to make the word splattered?

- F slipped and shattered
- G splashed and spattered *
- H slapped and clattered
- I slopped and pattered

* The asterisk indicates the correct answer for each sample question.



In sample question four, students are asked to read an essay by Marcus, a student, describing a hike and identify words that establish the setting.

Grade 5 Reading—Standard 1.2b

Create multiple-paragraph narrative compositions (that) describe the setting.

4. Which words does Marcus use to describe the setting in Paragraph 1 of his essay?

- A father, I, and we
- B took, gave, and think
- C summer, Colorado, and lake *
- D sandwich, water, and meal

Summary Writing Tasks—Grade 4

Students who took the writing test on April 9 and 10, 2002, wrote a narrative essay about their unusual experiences when they took care of an elephant for a week. Students who took the test on May 21 or 22, 2002, wrote a narrative essay about

something unusual they found when they helped a lady clean out her garage. For both tasks, students were asked to tell a story with a beginning, middle, and end and to use specific details to help the reader imagine their experiences.

* The asterisk indicates the correct answer for each sample question.



California Standards Test Scoring Rubric

Grade 4 Writing Tasks

4 The writing—

- *clearly* addresses all parts of the writing task.
- demonstrates a *clear* understanding of purpose.
- maintains a *consistent* point of view, focus, and organizational structure, including paragraphing when appropriate.
- includes a *clearly presented* central idea with *relevant* facts, details, and/or explanations.
- includes a *variety* of sentence types.
- contains *few, if any, errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

Narrative writing—

- provides a *thoroughly developed* sequence of *significant* events to relate ideas, observations, and/or memories.
- includes *vivid* descriptive language and sensory details that enable the reader to visualize the events or experiences.

Summary writing—

- is characterized by paraphrasing of the main idea(s) and *significant* details.

Response to literature writing—

- demonstrates a *clear* understanding of the literary work.
- provides *effective* support for judgments through *specific* references to text and prior knowledge.

3 The writing—

- addresses all parts of the writing task.
- demonstrates a *general* understanding of purpose.
- maintains a *mostly consistent* point of view, focus, and organizational structure, including paragraphing when appropriate.
- presents a central idea with *mostly* relevant facts, details, and/or explanations.
- includes a *variety* of sentence types.
- contains *some errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

Narrative writing—

- provides an *adequately developed* sequence of significant events to relate ideas, observations, and/or memories.
- includes *some* descriptive language and sensory details that enable the reader to visualize the events or experiences.

Summary writing—

- is characterized by paraphrasing of the main idea(s) and *significant* details.

Response to literature writing—

- demonstrates an understanding of the literary work.
- provides *some* support for judgments through references to text and prior knowledge.

2 The writing—

- addresses *only parts* of the writing task.
- demonstrates *little* understanding of purpose.
- maintains an *inconsistent* point of view, focus, and/or organizational structure.
- *suggests* a central idea with *limited* facts, details, and/or explanations.
- includes *little* variety in sentence types.
- contains *several errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors **may** interfere with the reader's understanding of the writing.

Narrative writing—

- provides a *minimally developed* sequence of events to relate ideas, observations, and/or memories.
- includes *limited* descriptive language and sensory details that enable the reader to visualize the events or experiences.

Summary writing—

- is characterized by *substantial* copying of key phrases and *minimal* paraphrasing.

Response to literature writing—

- demonstrates a *limited* understanding of the literary work.
- provides *weak* support for judgments.

**1****The writing—**

- addresses *only one part* of the writing task.
- demonstrates *no* understanding of purpose.
- *lacks* a clear point of view, focus, and/or organizational structure.
- *lacks* a central idea but may contain *marginally related* facts, details, and/or explanations.
- includes *no* sentence variety.
- contains *serious errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.

Narrative writing—

- *lacks* a sequence of events to relate ideas, observations, and/or memories.
- *lacks* descriptive language and sensory details that enable the reader to visualize the events or experiences.

Summary writing—

- is characterized by substantial copying of *indiscriminately selected* phrases or sentences.

Response to literature writing—

- demonstrates little understanding of the literary work.
- *fails* to provide support for judgments.

Condition Codes

B = Blank

R = Student refused to write

W = Wrong prompt

Student receives no credit for writing test and no California Standards Test English-Language Arts score.

C = Prompt/Directions copied

I = Illegible

L = Language other than English

T = Off topic

Student receives 0 points for writing test but receives a California Standards Test English-Language Arts score.



Mathematics: Grades 2–5

California Mathematics Standards Tests address state-adopted content standards in mathematical reasoning, problem solving, and basic computational skills. The mathematics tests in grades 2 through 5 are specific to a student's grade level in school.

Grades 2–3

By the end of grade 2, students understand place value and number relationships in addition and subtraction, and they use simple multiplication concepts. They measure quantities with appropriate units. They classify shapes and see geometric relationships among them. They collect and analyze data and verify the answers.

By the end of grade 3, students increase their understanding of place value. They also become more skilled with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.

Grades 4–5

By the end of grade 4, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions.

By the end of grade 5, students increase their skills in applying computational skills to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area. They know and use formulas to determine the volume of simple geometric figures. Students understand the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

Sample Questions

Grades 2–3

Grade 2 Mathematics—Standard 1.3 (Measurement and Geometry)

Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured: Measure the length of an object to the nearest inch and/or centimeter.

1. Use your inch ruler to measure the length of this worm.



- | | |
|------------|--------------|
| A 2 inches | B 3 inches * |
| C 5 inches | D 6 inches |

* The asterisk indicates the correct answer for each sample question.

**Grade 3 Mathematics—Standard 1.3
(Number Sense)**

Students understand the place value of whole numbers: Identify the place value for each digit in numbers to 10,000.

2. A submarine went down 5,920 feet into the ocean. What number is in the thousands place of 5,920?

A 5 * B 9
C 2 D 0

Grades 4–5**Grade 4 Mathematics—Standard 1.3
(Number Sense)**

Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers: Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand.

1. What is 9,308,791 rounded to the nearest ten?

A 9,308,790 *
B 9,308,800
C 9,310,000
D 10,000,000

**Grade 5 Mathematics—Standard 1.2
(Number Sense)**

Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers: Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.

2. Which percentage is equivalent to the fraction $\frac{3}{4}$?

A 25%
B 34%
C 67%
D 75% *

* The asterisk indicates the correct answer for each sample question.



English-Language Arts: Grades 6–8

The California English-Language Arts Standards Tests in grades 6, 7, and 8 address state-adopted content standards in reading, writing, and the conventions of English (e.g., sentence structure, grammar, punctuation, capitalization, and spelling). Students are asked to determine the meaning of words, analyze and interpret informative writing and literature, and exhibit their knowledge of good writing skills.

Writing Test

In addition to answering multiple-choice questions, students in grade 7 were required to write an essay. Students were given 60 minutes for the writing test. In 2001, students were required to prepare a response to literature, after reading a short story. Students were given one of two response to literature tasks depending on when their schools

were in sessions. In their essay, they were to include their understanding of the characters and the story's overall meaning. The story read by the students was appropriate for seventh grade.

In 2002, students were given 60 minutes to write a persuasive essay in response to a writing prompt. Students were given one of two persuasive tasks depending on when their schools were in session. The 2002 tasks and sample student papers will appear in a teacher's guide to be published soon.

Student responses to the writing task were scored using a four-point scoring guide. This scoring guide is aligned to state-adopted standards for writing strategies, applications, and conventions (See pages 31–32 for the complete scoring guide for grade 7).

Sample Questions

In sample question one, students are asked to read a poem and determine which literary device the poem as a whole illustrates.

Grade 6 Literary Response and Analysis—Standard 3.7

Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

1. The entire poem is an example of

- A simile
- B metaphor *
- C personification
- D hyperbole

* The asterisk indicates the correct answer for each sample question.



In sample question two, students are asked to read a letter from a student to her principal and select the best way to rewrite one sentence.

Grade 7 Written and Oral English Language Conventions—Standard 1.1

Place modifiers properly and use the active voice.

2. Read the following sentence from Paragraph 3 of Jessica's letter.

We have no choice but to eat what the cafeteria staff prepares right now.

How is this sentence best written?

- F** We have no choice but to eat what is prepared right now by the cafeteria staff.
- G** Right now, we have no choice but to eat what is prepared by the cafeteria staff. *
- H** We have no choice but to eat right now what is prepared by the cafeteria staff.
- I** As it is.

In sample question three, students are asked to read directions for recording on a video cassette recorder and identify how one feature on the videocassette recorder is used.

Grade 8 Reading—Standard 2.5

Understand and explain the use of a complex mechanical device by following technical directions.

3. The "select" button is used to

- F** move from one programming option to the next *
- G** choose the channel
- H** choose the show you want to record
- I** tell the VCR to accept your choices

Summary Writing Tasks—Grade 7

Students who took the writing test on April 9 and 10, 2002, wrote a persuasive essay or letter about a celebrity they would like to speak at their school. Students who took the test on May 21 or 22, 2002, wrote a persuasive essay or letter about a proposed

dress code that would require students to wear uniforms to school. For both tasks, students were asked to state their position on the topic, give reasons to support their position, and address the concerns of those who might disagree with them.

* The asterisk indicates the correct answer for each sample question.



California Standards Test Scoring Rubric

Grade 7 Writing Tasks

4 The writing—

- *clearly* addresses all parts of the writing task.
- demonstrates a *clear* understanding of purpose and audience.
- maintains a *consistent* point of view, focus, and organizational structure, including the *effective* use of transitions.
- includes a *clearly presented* central idea with *relevant* facts, details, and/or explanations.
- includes a *variety* of sentence types.
- contains *few, if any, errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing—

- provides a *thoroughly developed* plot line, including major and minor characters and a *definite* setting.
- includes *appropriate* strategies (e.g., dialogue; suspense; narrative action).

Response to literature writing—

- develops interpretations that demonstrate a *thoughtful*, comprehensive grasp of the text.
- organizes *accurate and coherent* interpretations around *clear* ideas, premises, or images from the literary work.
- provides *specific* textual examples and details to support the interpretations.

Persuasive writing—

- *authoritatively* defends a position with precise and relevant evidence and *convincingly* addresses the reader's concerns, biases, and expectations.

Summary writing—

- is characterized by paraphrasing of the main idea(s) and *significant* details.

3 The writing—

- addresses all parts of the writing task.
- demonstrates a *general* understanding of purpose and audience.
- maintains a *mostly consistent* point of view, focus, and organizational structure, including the *effective* use of some transitions.
- presents a central idea with *mostly relevant* facts, details, and/or explanations.
- includes a *variety* of sentence types.
- contains *some errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do **not** interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing—

- provides an *adequately developed* plot line, including major and minor characters and a *definite* setting.
- includes *appropriate* strategies (e.g., dialogue; suspense; narrative action).

Response to literature writing—

- develops interpretations that demonstrate a comprehensive grasp of the text.
- organizes accurate and *reasonably* coherent interpretations around *clear* ideas, premises, or images from the literary work.
- Provides textual examples and details to support the interpretations.

Persuasive writing—

- *generally* defends a position with relevant evidence and addresses the reader's concerns, biases, and expectations.

Summary writing—

- is characterized by paraphrasing of the main idea(s) and *significant* details.

**2 The writing—**

- addresses *only parts* of the writing task.
- demonstrates *little* understanding of purpose and audience.
- maintains an *inconsistent* point of view, focus, and/or organizational structure, which may include *ineffective or awkward* transitions that do not unify important ideas.
- *suggests* a central idea with *limited* facts, details, and/or explanations.
- includes *little* variety in sentence types.
- contains *several errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors *may* interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing—

- provides a *minimally developed* plot line, including characters and a setting.
- *attempts* to use strategies but with *minimal* effectiveness (e.g., dialogue; suspense; narrative action).

Response to literature writing—

- develops interpretations that demonstrate a *limited* grasp of the text.
- includes interpretations that *lack* accuracy or coherence as related to ideas, premises, or images from the literary work.
- provides *few, if any*, textual examples and details to support the interpretations.

Persuasive writing—

- defends a position with *little, if any*, evidence and *may* address the reader's concerns, biases, and expectations.

Summary writing—

- is characterized by *substantial* copying of key phrases and *minimal* paraphrasing.

1 The writing—

- addresses *only one part* of the writing task.
- demonstrates *no* understanding of purpose and audience.
- *lacks* a point of view, focus, organizational structure, and transitions that unify important ideas.
- *lacks* a central idea but may contain *marginally related* facts, details, and/or explanations.
- includes *no* sentence variety.
- contains *serious errors* in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors interfere with the reader's understanding of the writing.

Fictional or autobiographical narrative writing—

- *lacks* a developed plot line.
- *fails* to use strategies (e.g., dialogue; suspense; narrative action).

Response to literature writing—

- demonstrates *little* grasp of the text.
- *lacks* an interpretation or *may* be a simple retelling of the passage.
- *lacks* textual examples and details.

Persuasive writing—

- *fails* to defend a position with *any* evidence and *fails* to address the reader's concerns, biases, and expectations.

Summary writing—

- is characterized by substantial copying of *indiscriminately selected* phrases or sentences.

Condition Codes**B** = Blank**R** = Student refused to write**W** = Wrong prompt

Student receives no credit for writing test and no California Standards Test English-Language Arts score.

C = Prompt/Directions copied**I** = Illegible**L** = Language other than English**T** = Off topic

Student receives 0 points for writing test but receives a California Standards Test English-Language Arts score.



Mathematics: Grades 6–8

California Mathematics Standards Tests for students in grades 6, 7, and 8 address state-adopted content standards in mathematical reasoning, problem solving, and basic computational skills. The mathematics tests in grades 6 and 7 are specific to a student's grade level in school. Beginning at grade 8, students take tests specific to mathematics disciplines such as algebra, geometry, or integrated math.

Students in grade 8 not enrolled in algebra I or who are in the first year of a two-year algebra I course will take a General Mathematics Test that assesses the math standards for grades 6 and 7. This test was designed as a pre-algebra assessment and is aligned with the general mathematics sections of the California High School Exit Exam.

By the end of grade 6, students compute and solve problems with whole numbers, positive fractions and decimals, and positive and negative numbers. Students apply their knowledge to statistics and probability. They analyze data and sampling processes for possible bias and misleading conclusions, and routinely calculate the probabilities for compound events. Students work with ratios and proportions, compute percentages, and know the formulas for the circumference

and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

By the end of grade 7, students understand and use factoring of numerators and denominators and properties of exponents. Students know the Pythagorean theorem and how to compute the surface area and volume of basic 3-dimensional objects. Students make conversions between different units of measurement, and know and use different representations of fractional numbers. Students compute percents of increase and decrease, and simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

The intent of the standards is to ensure that all students in grade 8 are given an opportunity to master the standards for algebra I. Fundamental concepts needed to understand algebra are introduced to students as early as kindergarten. If students are given the rigorous curriculum outlined in the standards, they will be well prepared.

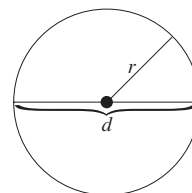
Sample Questions

Grade 6 Mathematics—Standard 1.1 (Measurement and Geometry)

Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems: Understanding the concept of a constant such as π ; know the formulas for the circumference and area of a circle.

1. Which formula can be used to find the area of the circle shown?

- A $A = \pi r$
- B $A = \pi d$
- C $A = \pi r^2$ *
- D $A = \pi d^2$



Grade 7 Mathematics—Standard 1.1 (Number Sense)

Students know the properties of, and compute with, rational numbers expressed in a variety of forms: Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation.

2. Which shows 0.000004792 written in scientific notation?

- I 0.4792×10^5
- J 4.792×10^{-6} *
- K 4.792×10^{-5}
- L 4.792×10^6

* The asterisk indicates the correct answer for each sample question.

**Grade 8 Mathematics—Standard 7.0
(Algebra I)**

Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.

3. Which equation defines the line that contains the point $(4, -3)$ and has a slope of $1/2$?

- A** $x - 2y = 10$ *
- B** $x + 2y = 10$
- C** $2x - y = 11$
- D** $2x + y = 5$

* The asterisk indicates the correct answer for each sample question.



English Language Arts: Grades 9–11

The California English-Language Arts Standards Tests at grades 9 through 11 address state-adopted content standards in reading, writing, and the conventions of English (e.g., grammar, usage, punctuation, sentence structure,

diction, and syntax). Students are asked to determine the meaning of words, analyze and interpret literary and informational writing, and demonstrate their knowledge of good writing skills for different types of writing.

Sample Questions

For sample questions one and two, students are asked to read a short narrative, “Buzzard,” by Bailey White, and a poem, “The Peace of Wild Things,” by Wendell Berry. These sample questions are part of a series of multiple-choice questions that address these reading passages.

Grades 9/10 Reading—Standard 3.9

Explain how voice, persona and the choice of a narrator effect characterization and the tone, plot, and credibility of a text.

1. What is the effect of the first person point of view used in “Buzzard”?

- A It creates sympathy for the narrator.
- B It makes the account more disturbing.
- C It makes the account of the event more personal.*
- D It creates a bond between the eagle and the narrator.

Grades 9/10 Reading—Standard 3.5

Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

2. Both selections explain that people can learn from nature. Which sentence from White’s narrative expresses this idea *most* explicitly?

- A “He turned his head and gave me a long look through the car windshield with his level yellow eyes.”
- B “Then he slowly wheeled up into the sky until he was just a black dot against the blue.”
- C “When I got started again, I drove slower and felt smaller.”
- D “I think it does us all good to get looked at like that now and then by a wild animal.”*

* The asterisk indicates the correct answer for each sample question.

**Grades 9/10 Reading—Standard 1.2**

Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

3. In which sentence does the underlined word have the most *negative* connotation?

- F Sasha feels compassion for her friend.
- G Sasha feels pity for her friend.*
- H Sasha feels sympathy for her friend.
- I Sasha feels empathy for her friend.

For sample question four, students read a student essay and Works Cited page.

Grades 9/10 Writing—Standard 1.7

Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *the Chicago Manual of Style*).

4. Based on information in the Works Cited section, which author wrote an article for a medical magazine?

- A Peter Evans
- B Donald Haversham
- C Jonathan Selkirk*
- D Gina Lombardo

* The asterisk indicates the correct answer for each sample question.



Mathematics: Grades 9–11

Most of the California Mathematics Standards Tests for students in grades 9 through 11 are for the mathematics course in which a student is enrolled, such as geometry or algebra II.

Grade 9 students not enrolled in discipline-specific or integrated math courses that are based on state content standards take a general math test based on the math standards for grades 6 and 7. Students who have completed algebra II/probability and statistics or integrated math 3 any time before testing begins, take the High School Mathematics Standards Test.

The standards tested in grades 9 through 11 are organized

Disciplines

- Algebra I
- Algebra II
- Geometry

Integrated Math

- Integrated Math 1
- Integrated Math 2
- Integrated Math 3

Non-Course Specific

- High School Mathematics Standards*
- General Math Test**

* Given to students in grades 9–11 who completed algebra II or Integrated Math 3 anytime before testing began. The test includes standards from algebra I, geometry, algebra II, and probability and statistics.

** Only given to students in grades 8 and 9 who are not enrolled in algebra I or who are in year one of a two-year algebra I course.

differently from those for kindergarten through grade 7. Mathematics studied in grades 9 through 11 arrange naturally under discipline headings: algebra, geometry, and so forth. Many schools teach this material in traditional courses; others teach it in an integrated fashion. To allow local educational agencies and teachers flexibility in teaching the material, the standards for grades 9 through 11 specify the course content of subjects that must be covered. Students are expected to achieve the standards however these subjects are sequenced.

There are eight test options for students, depending on the course in which they are enrolled or have completed. The California Mathematics Standards Tests are:

Sample Questions

Algebra I Mathematics—Standard 5.0

Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.

The table below shows the steps followed in solving an equation.

Step	Statement	Reason
1	$3(x - 5) = 12$	Given
2	$3x - 15 = 12$?
3	$3x = 27$	Addition Property of Equality
4	$x = 9$	Multiplication Property of Equality

1. Which property could be used to justify statement #2?

- A Distributive Property*
- B Associative Property
- C Addition Property of Equality
- D Multiplication Property of Equality

* The asterisk indicates the correct answer for each sample question.

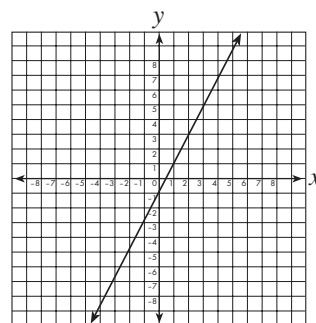


Algebra I Mathematics—Standard 6.0

Students graph a linear equation and compute the x - and y - intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).

2. Which equation best represents the graph below?

- A $x - 2y = 1$
- B $2x - y = 1^*$
- C $x + 2y = 1$
- D $2x + y = 1$



Algebra II Mathematics—Standard 8.0

Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.

3. Jordan has been given the job of building a tile sidewalk with uniform width around a 12 feet by 18 feet rectangular pool at the city zoo. If she uses 136 square feet of tile, how wide will the sidewalk be?

- A 1/2 ft.
- B 1 ft.
- C 2 ft.*
- D 3 ft.

Probability and Statistics—Standard 2.0

Students know the definition of *conditional probability* and use it to solve for probabilities in finite sample spaces.

4. A box contains 2 red marbles and 2 blue marbles. If a blue marble is drawn out and NOT replaced, what is the probability that the next marble drawn will be red?

- A 1/3
- B 1/2
- C 2/3*
- D 1

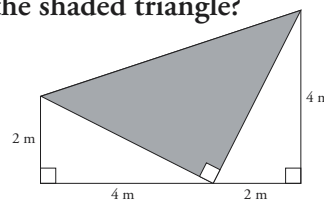
Geometry—Standard 10

Students compute areas of polygons including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.

5. A trapezoid section of a park is divided into 3 right triangles with measurements as shown in the drawing.

What is the area of the shaded triangle?

- A 8.94 m^2
- B 9 m^2
- C 10 m^2^*
- D 20 m^2



* The asterisk indicates the correct answer for each sample question.



History-Social Science: Grades 9–11

The California History-Social Science Standards Tests are given in grades 9, 10, and 11. The grade 9 test is a summary test that covers the state content standards from grades 4 through 8. The grade 10 and 11 tests address state content and skill standards for each of those grades. One-

fourth of the content on the grade 10 and 11 tests includes historical and social science analysis skills that are based on grade 9 and 10 standards. Topics covered on the test include:

Grade 9

- California: A Changing State (grade 4)
- United States History and Geography: Making a New Nation (grade 5)
- World History and Geography: Ancient Civilizations (grade 6)
- World History and Geography: Medieval and Early Modern Times (grade 7)
- World History and Geography: Growth and Conflict (grade 8)

Grade 10

- World History
- Culture and Geography: The Modern World

Grade 11

- United States History and Geography: Continuity and Change in the Twentieth Century

Sample Questions

Grade 9—Standard 4.4

Students explain how California became an agricultural industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

1. Which of these was a major cause of immigration to California between 1850–1900?

- A Settlement House movement
- B Demand for labor*
- C Collapse of the mission system
- D Homestead Act of 1862

Grade 10—Standard 10.2

Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

- (21) Earls and barons shall be fined only by their peers, and in proportion to the gravity of their offence.
- (39) No free man shall be seized or imprisoned, or stripped of his rights or possessions, or outlawed or exiled, or deprived of his standing in any other way, nor will we proceed with force against him, or send others to do so, except by the lawful judgement of his peers or by the law of the land.

2. The legal principles listed in the passage come from which of these documents?

- A Magna Carta*
- B Bill of Rights
- C Edict of Nantes
- D Declaration of the Rights of Man and the Citizen

* The asterisk indicates the correct answer for each sample question.

**Grade 11—Standard 11.4**

Students trace the rise of the United States to its role as a world power in the twentieth century.

3. During the early 1920s, the United States attempted to reduce the threat of future wars by inviting other world powers to Washington conferences aimed at—

- F stopping the naval arms race*
- G strengthening the League of Nations
- H setting World War I war debts
- J liberalizing international trade

Grade 11—Standard 11.2

Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

4. Which statement about the reforms proposed by the Populists in the late 19th Century is *most* accurate?

- A Their reforms were identical to those of the Socialist Party.
- B Many of their reforms were eventually enacted into law by Progressive politicians.*
- C Their program appealed primarily to urban residents.
- D Their reforms resulted in the passage of civil rights legislation.

* The asterisk indicates the correct answer for each sample question.



Science: Grades 9–11

The intent of the California Science Standards Tests is to provide the opportunity for students to demonstrate their mastery of science facts, concepts, principles, and theories as outlined in the California Science Content Standards. Science tests in the disciplines of Biology, Chemistry, Physics, and Earth Science assess specific standards relevant

to the discipline as well as Investigation and Experimentation standards. The Coordinated/Integrated science tests assess each of three discipline standards as well as Investigation and Experimentation standards. The California Science Standards Tests are:

Traditional Disciplines of Science

- Biology
- Earth Science
- Chemistry
- Physics

Integrated/Coordinated Sciences

- Earth/Chemistry/Physics (ECP)
- Earth/Biology/Physics (EBP)
- Earth/Biology/Chemistry (EBC)
- Biology/Chemistry/Physics (BCP)

Sample Questions

Biology—Standard 1A

The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells. As a basis for understanding this concept, students know cells are enclosed within semi-permeable membranes that regulate their interaction with their surroundings.

1. In some seaweeds, iodine can be found in concentrations a thousand times higher than that of seawater. This concentration is *most likely maintained by the action of the—*

- F Golgi apparatus
- G nucleus
- H cell membrane*
- J lysomes

Physics—Standard 1b

Newton's Laws predict the motion of most objects. As a basis for understanding this concept students know: when forces are balanced no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton's First Law).

2. A model airplane has an engine that provides a constant force of 110 newtons. The airplane weighs 10 newtons. If the airplane is flying through the air in a straight, horizontal line at a constant speed, the air resistance acting on the airplane is—

- A 10 N
- B 100 N
- C 110 N *
- D 200 N

* The asterisk indicates the correct answer for each sample question.

